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**THE EFFECT OF COMMUNITY LANGUAGE LEARNING (CLL) METHOD
ON THE STUDENTS' ACHIEVEMENT IN ENGLISH CONVERSATION AT
THE SEVENTH GRADE STUDENTS OF *ISLAMIC MODERN BOARDING
SCHOOL OF AS-SAKIENAH INDRAMAYU***

A THESIS

**Submitted to The English Education Department of Tarbiyah Faculty of Syekh
Nurjati State Institute for Islamic Studies in Partial Fulfillment of The
Requirements of Islamic Scholar Degree in English Education Department**



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CIREBON
2012**



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ABSTRACT

Mohamad Dziky Z. “The Effect of Community Language Learning (CLL) Method on The Students’ Achievement in English Conversation at The Seventh Grade Students of *Islamic Modern Boarding School of As-Sakienah Indramayu*”.

The mastery of speaking skills in English is a priority for many second or foreign language learners. Speaking is a crucial part of a second language learning and teaching. But the seventh grade students of *Islamic Modern Boarding School of As-Sakienah* are too shy and afraid to take a part then the achievement of their English conversation is low. Then the writer applied Community Language Learning (CLL) method to the students learning process. The writer hoped that students will get the high score in English conversation (speaking) through Community Language Learning (CLL) method.

The aims of the research are to find out the students’ response to the application of Community Language Learning (CLL) method, to find out the students’ achievement in English conversation before and after the application of Community Language Learning (CLL) method and to find out the effect of Community Language Learning (CLL) method on the students’ achievement in English conversation.

The approach of the research in writing this thesis is a quantitative approach. It means that data which is obtained from the field of research then analyzed statically, especially by using the formula of t-test. The writer gives pre-test and post-test. The population of the research is all of students of the seventh grade of *Islamic Modern Boarding School of As-Sakienah*. All of students at seventh grade consist of three class. In this research the writer took one class consist of 22 students as the sample.

The analysis of the tests show that the response of the student seventh grade of *Boarding School of As-Sakienah Indramayu* majority chose the answer “B” and the mean of the students’ response is 62. It means that the students’ response to the application of CLL method is positive or good. The average score of pre-test was 64.8 and the average score of post-test was 73.9. From those results, the writer got that the result of post-test was higher than pre-test. And the gain of pre-test and post-test is $t = 8,47$, it is consulted with the table value of t , the two-tail attachment is $t_{0,05} = 2,08$. So $t > t_{0,05}$ or $8,47 > 2,08$ or $8,47$ is bigger than 2.08 by 5% of t formula significance. In other words, there is a positive and significant effect of Community Language Learning (CLL) method to the students’ achievement in English conversation.



PREFACE

In the name of Allah, Most Gracious, Most Merciful. All praises and thankfulness be to Allah because of His permission the writer has been able to finish this thesis. May invocation and safety always be given to the prophet Muhammad (peace be upon him) his family, his companions, and his followers up to the end of the world.

This thesis entitled in: **“The Effect of Community Language Learning (CLL) Method on The Students’ Achievement in English Conversation at The Seventh Grade Students of Islamic Modern Boarding School of As-Sakienah Indramayu”** is presented to the English Education department of IAIN Syekh Nurjati Cirebon in partial fulfillment of the requirements for the Islamic Scholar in English Education.

In writing this thesis, there are so many people who have participated, supported, helped, and advised. So in this opportunity the writer would like to convey his sincere gratitude to:

1. Prof. Dr. H. Maksum Mukhtar, M.A, President of the State Institute for Islamic Studies (IAIN) Syekh Nur jati Cirebon.
2. Dr. Syaefudin Zuhri, M.Pd, Dean of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon.



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3. Dr. Hj. Huriyah Saleh, M. Pd, the Chairwoman of English Education Department of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon.
4. Sumadi, SS. M.Hum. the Secretary of English Education Department of Tarbiyah Faculty of *IAIN Syekh Nurjati Cirebon*.
5. Dr. Septi Gumindari, M.Ag. as the first supervisor.
6. Wakhid Nahsruddin, M.Pd. as the second supervisor.
7. The examiners for nice critics and helpful suggestions.
8. All the lecturer and staff IAIN Syekh Nurjati Cirebon.
9. Drs.H. Didi Juhaedi, M.Pd. as the headmaster of MTs As-Sakienah.
10. The PBI-C students for care and kindness.
11. And all people including the writer's friends that cannot be mentioned one by one for their motivation.

The writer realizes that this thesis is still far from being perfect and of course there are many mistakes both in the content and in the arrangement of this thesis. Therefore, any comment and suggestion given by the readers would be gladly welcome.

Hopefully, this thesis will be useful for the readers especially, for the writer himself and also for the students of English Education Department of *Tarbiyah Faculty of Syekh Nurjati state Institute for Islamic Studies (IAIN) Cirebon*.

Cirebon, October 2012

The Writer,



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CHAPTER I INTRODUCTION

A. The Background of The Problems

There are several possible definition of language, but there is one particular definition that may be most related to our purposes here. According to Alkhuli (1976: 7) language is an arbitrary system of vocal symbols used to communicate ideas and express feelings among the members of a certain social community.

There are some researches about speaking skill. Here are the reviews of the study in speaking skill:

Rani Triyana Dewi (2012) studied the influence of role play on the students' achievement in learning speaking at the second year of SMAN 4 Cirebon. The aims of this research are to know the students' response on the application of role play in learning speaking, to know the students' achievement in learning speaking and to know the influence of role play in speaking to the students' achievement in learning speaking. After analyzing the data, the writer conclude that there is significant influence of role play on the students' achievement in learning speaking at the second year of SMAN 4 Cirebon.

Misa Salam (2012) researched the influence of the joyful English learning on the students' motivation in speaking at the eighth grade of MTs Mafatihul Huda Kabupaten Cirebon. The techniques of collecting data applied by writer are



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observation, interview and questionnaire. Observation is applied to observe the everyday activity of the teaching and learning process. Interview is applied to know the students response application joyful English learning and the motivation in speaking English. And questionnaire is given to know the influence of the joyful English learning on the students' motivation in speaking. After collecting and analyzing data, the writer can conclude that it has high correlation.

Ahmad Fanani (2011) investigated the influence of learning English speaking on the students' ability in daily English conversation at the eighth grade of the students of SMP Bani Ali Kabupaten Cirebon. The main problem is the students have not a good ability in daily English conversation. The objectives of this research are to find out the students' response to learning English speaking, to find out the students' ability in daily English conversation, and to find out the influence of learning English speaking on the students' ability in daily English conversation. The result of this research is strong or high influence of students' response to learning English speaking on their ability in daily English conversation.

Ahmad Rifai (2008) studied the correlation between the application of contextual teaching and learning (CTL) and the students' achievement in speaking at the second year of MAN Buntet Pesantren Cirebon. The aims of this research are to know about the students' response to the application of CTL, to know the students achievement in speaking and to know whether there is significant and positive correlation of the application of CTL on the students English speaking. The result of



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this research is there is high correlation between the application of CTL and the students' achievement in speaking.

After those four previous studies above, this time the writer will take the research about the effect of Community Language Learning (CLL) method on the students' achievement in English conversation at the seventh grade students of *Islamic Modern Boarding School of As-Sakienah Indramayu*. The differences of this research with another researches are the object which the writer takes is students of *Islamic Modern Boarding School of As-Sakienah Indramayu*, the method which the writer take to teach is Community Language Learning (CLL) method, the main problem of the research is the students are too shy and afraid to take a part then the achievement of their English conversation is low. The writer hoped that students will get the high score in English conversation (speaking) through CLL method.

The mastery of speaking skills in English is a priority for many second or foreign language learners. Speaking is a crucial part of a second language learning and teaching. If you want to speak fluent English, it is just as important to retrain your tongue as it is to train your memory. To be effective, however, you must retrain your mind, tongue, and hearing at exactly the same time because they must work together when you speak English. (Lynn Lundquist: 1)

Teaching and learning are the two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students' ratings of the "amount



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learned” in the course and their overall ratings of the teacher and the course. Those who learned more gave their teachers higher ratings.

English curriculum provides a variety of learning experiences to understand the concepts and knowledge, so that learners become active learners and flexible. It means that the English learning process in junior high school is not only based on the behavioral learning theory, but also emphasis on the cognitive theory of learning principles.

In the cooperative learning, students learn together in small groups and help each other. It is worthwhile to train students to accept others and work with friends of different backgrounds, it helps the students to receive the knowledge, improves thinking ability in solving problems. Due to the lack of communication among group members in conveying knowledge and experience, so they can add their knowledge and improve learning outcomes and the social relations of each member of the group.

Therefore, the task of teachers in the classroom is not only to transfer the information for the achievement of learning objectives, but also to create the students learning experiences. The teachers should strive in the class activities and provide the opportunities for the students’ experience. Teachers should be able to find methods and techniques that can support such a role. Then teaching and learning activities can be conducted effectively.

Based on the observations and the information from an English teacher in modern boarding school of *As-Sakienah*, the problem is a lack of student learning



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outcomes in English subject. Especially in class VII have not produced the maximum value because the method that is used in the delivery of English material is the method of conventional (lecturing). So the students feel bored and tired of English subjects and the results are low value and low activity of the students in learning activities. Little question and the students activity reached only 30%, therefore it's necessary to be innovative in teaching, so that can motivate students to learn to be more active and independent.

The writer hopes that learning by using the CLL method can improve students' learning outcomes in particular conversation. There was also a reason that makes the writer interested in learning approach because there are many teachers who use the conventional method and the students speak or talk nervously. With the implementation of the CLL method, the writer expect that students more interested in learning English and get more spirit of learning in the classroom, so that learning objectives can be achieved.

B. The Identification of The Problem

The problem in this research is classified into the following sections:

1. The field of the research

The field of the research is method of teaching.

2. The kinds of the problem

There are many problems in the teaching and learning process, i.e. students can speak fluently but they can't write the statement, their native



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languages causes them difficult to use the foreign language, they are also too shy and afraid to take a part, the other reason is because of lack of motivation to practice it in daily conversation and many other problems.

3. The main problem of the research

The main problem of this research is the students are too shy and afraid to take a part in speaking or the students are less confident to speak English then the achievement of their English conversation is low.

C. The Limitation of The Problem

In this research, the writer has decided to limit the problem that improving the student's achievement in English conversation through Community Language Learning (CLL) method. The material which the writer takes is about the function of five senses and things in the class room, kinds of smell, foods and drinks. Those are consist in the explanation text and don't take the narrative, descriptive, recount, instruction, report, exposition, procedure, and argumentation texts.

D. The Questions of The Research

1. How is the students' response to the application of Community Language Learning (CLL) method?
2. How is the students' achievement in English conversation before and after the application of Community Language Learning (CLL) method?
3. Is there any significant effect of Community Language Learning (CLL) method on the students' achievement in English conversation?



E. The Aims of The Research

1. To know the students' response to the application of Community Language Learning (CLL) method.
2. To know the students' achievement in English conversation before and after the application of Community Language Learning (CLL) method.
3. To know the significant effect of Community Language Learning (CLL) method on the students' achievement in English conversation.

F. The Use of The Research

The research product hoped to be able to increase developing of language learning, especially in increasing the students' achievement in English conversation and to motivate the students to enjoy English learning. The teachers are able to use this product as one of their references to develop the student's skills.

This paper is to evaluate the traditional methods of teaching as well as multimedia teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower

people, strengthen governance and galvanize the effort to achieve the human development goal for the country.



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